

WALDEN GREEN MONTESSORI

TIER I ACADEMIC INTERVENTIONS (AVAILABLE TO ALL, BASED ON NEED)

CLASSROOM SUPPLEMENTARY AIDS, ACCOMMODATIONS, & MODIFICATIONS

GENERAL

- ☐ Modified work plan (daily/weekly goals)
- ☐ Individualized visual schedule (hourly, daily, weekly)
- ☐ Reference charts/guides on desk/table (i.e. number lines, alphabet charts, etc.)
- ☐ Use a timer as a guide to complete tasks
- ☐ Designated workspace (assigned seat)
- ☐ Type instead of hand write
- ☐ Tech tools for speech to text
- ☐ Tech tools for text to be read aloud
- ☐ Timer/Sand Timer
- ☐ Calculator
- ☐ Seating student near teacher
- ☐ Seating near a positive role model
- ☐ Standing near student when giving directions or presenting lessons
- ☐ Avoiding distracting stimuli (high traffic area, windows, lights, heat systems)
- ☐ Increasing the distance between desks
- ☐ Giving extra time to complete tasks
- ☐ Providing visual aids and graphic organizers
- ☐ Meeting with student in small groups (≤ 6)
- ☐ Meeting with student (1 to 1)
- ☐ Using nonverbal cues to stay on task
- ☐ Giving extra rewards and privileges
- ☐ Allowing short breaks between assignments
- ☐ Look for opportunity for student to display leadership role in class
- ☐ Send positive notes home
- ☐ Make eye contact with students before giving directions and have students repeat
- ☐ Use reading partners and skilled peer or adult mentors to provide academic support
- ☐ Design a signal on the desk (e.g., brightly colored index card folder like a tent)
- ☐ Noise canceling headphones for auditory distractibility
- ☐ FAST Reading Intervention Program (K-3)
- ☐ Khan Academy: MAP Accelerator (3rd-8th)

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BASIC READING SKILLS

- ☐ Elkonin boxes
- ☐ Sound Wall
- ☐ Physical movement-finger tapping, karate chopping, sky writing, bumpy board writing, clapping, movement for sounds, touching manipulatives, word slide
- ☐ Rhyming games
- ☐ Nonsense words
- ☐ Visual cue cards
- ☐ Chants/songs/dances
- ☐ Pattern searches
- ☐ Chunking

READING FLUENCY

- ☐ Choral reading
- ☐ Paired reading
- ☐ Repeated reading
- ☐ Pyramid reading
- ☐ Sight words
- ☐ Line tracking (pointer, paper, masking tool)
- ☐ Different colored paper/ font
- ☐ Readers theater
- ☐ Practice tricky words before reading

READING COMPREHENSION

- ☐ PQ3R strategy (Preview, Question, Read, Reflect, Review)
- ☐ Finger re-telling
- ☐ Think alouds
- ☐ Discussions during independent reading
- ☐ Re-read with purpose
- ☐ Paragraph/page cover up
- ☐ Annotating text
- ☐ Graphic organizers
- ☐ Mental imagery

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MATH

- ☐ Peer teaching
- ☐ Acronyms/mnemonics
- ☐ Color coding steps
- ☐ Visual aides/reference sheet
- ☐ Manipulatives
- ☐ Think alouds
- ☐ Vocabulary Instruction
- ☐ Students restate problem
- ☐ Use concrete examples
- ☐ Review concepts from previous years
- ☐ Graphic organizers
- ☐ Flash cards

WRITING

- ☐ Brain Frames
- ☐ Modeling
- ☐ Peer-editing
- ☐ Graphic organizer
- ☐ Mnemonics
- ☐ Concept mapping
- ☐ Explicit instruction in mechanics
- ☐ Explicit instruction in vocabulary
- ☐ Read examples of good writing
- ☐ Primary paper
- ☐ Text to speech/scribe
- ☐ Explicit handwriting instruction

SPEECH/LANGUAGE

- ☐ Speech/Language Tier I Interventions: [Click Here](#)
- ☐ Language Skills by Grade Level (informal screener): [Click Here](#)

HANDWRITING/MOTOR SKILLS (CLICK LINK)

- ☐ [OT: General Executive Function](#)
- ☐ [OT: Handwriting & Tool Use](#)
- ☐ [OT: Handwriting Without Tears: Letter Formation Instruction & Language](#)
- ☐ [OT: Interventions - Play & Peer interactions](#)
- ☐ [OT: Following Routines/Classroom Rules](#)
- ☐ [OT: Organization & Personal care](#)
- ☐ [OT: Posture and Positioning](#)
- ☐ [OT: Sensory Differences](#)
- ☐ [OT: Work behaviors](#)

WALDEN GREEN MONTESSORI

TIER 2 ACADEMIC INTERVENTIONS (AVAILABLE TO SOME, BASED ON NEED)

Skill-Based Work Cycle

1-4 week intervention for students who need to practice time management, self-regulation, executive functioning during a work cycle. Students work in a small group setting in the Great Room with support staff for sections of a work cycle. Students participate/remain in the classroom during academic lessons. Students may invite a classroom peer mentor/coach 1-2x per week to the Great Room to work alongside for additional support and social interaction.

Tier II Academic Intervention (Title I: K-3rd, Section 31a: 4th-8th)

Title I and 31a provide pull-out small group math and reading support for grades K-8. Math groups and standards addressed are based on the district's Delta Math Screener. Reading groups are based on two assessments: EasyCBM and Really Great Reading. Progress is monitored regularly and drives instruction.

Schoolwide Assessments

○ **Delta Math**

- All students take the screener in the Fall to assess knowledge from the previous year.
- Results are used to identify students who need help and to determine math intervention groups.
- Students who receive Tier 2 interventions are assessed on the same standards in December to measure growth.
- All students take the screener in the winter and spring to assess knowledge from the current year.
- Results are used to identify students who need help and to determine math intervention groups (Tier 1 and Tier 2).

○ **EasyCBM**

- Young 5s are assessed on phonemes and graphemes as well as Kindergarten word recognition in the fall, winter, and spring.
- Oral reading fluency is measured for all students K-8 in the Fall and all students K-3 in the winter and spring. Students in grades 4-8 who receive reading interventions are assessed in the winter and spring.

○ **Really Great Reading (Website)**

- Kindergarten Foundational Skills Survey
- 1st Grade Foundational Skills Survey
- Phonological Awareness Survey (as needed)
- Letter Knowledge Survey (as needed)
- Basic Decoding Survey (grades 2-4)
- Advanced Decoding Survey (grades 2-8)
- Advanced Decoding Survey Plus (grades 4-8)

Curriculum

Delta Math Rtl program ([Website](#))

Times Tales (as needed in grades 5-8)

- Language-based learning for multiplication facts 6-9.
- [Information](#) about the program

Grades K-3 Reading:

- **UFLI** ([Website](#))

Grades 4-8 Reading:

- **Boost Phonics** (Really Great Reading) [Scope & Sequence](#)
- *Phonics and Spelling Through Phoneme-Grapheme Mapping* by Kathryn E.S. Grace